



MCESA

Maricopa County Education Service Agency

Known as experts. Renowned for service.

Transforming Transition: Changing the Paradigm for Achieving Measurable Successful Transition

Transforming Juveniles through Successful Transition



MCESA

Our Why:

Everything we do, we believe there is hope for system change.
We believe in re-engineering systems for the benefit of students.

Our Culture & Values:

We honor people, nurture alliances, embrace diverse perspectives,
invest in others' success and relentlessly pursue excellence.

Our Vision:

We are creating conditions for all children and youth to succeed
through education innovation, economic management and
executive leadership.

Our Mission:

Every child educated by an effective system.

TJST and Successful Transition

The transition to adulthood is a major life event for any youth. While all youth experience challenges in finding the right path to success, youth in secure care face additional challenges stemming from court involvement, mental health, and educational barriers. Without comprehensive support, court involved youth are: more likely to drop out of high school, experience difficulty entering the workforce, decline postsecondary training, or re-enter the justice system.

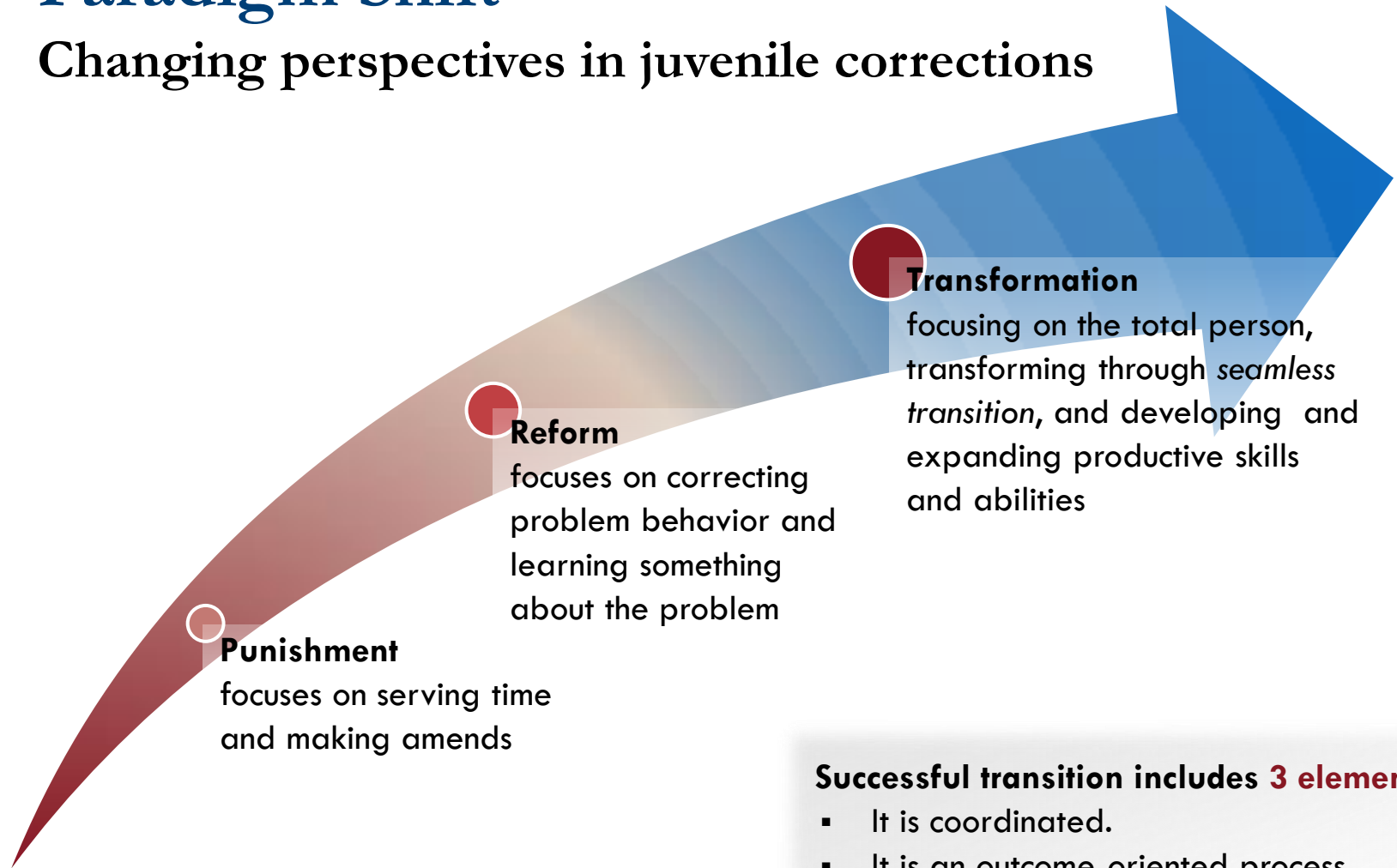


Today you will learn:

- Strategies for supporting youths' smooth transition from secure care
- How to use evidence based research to ensure juvenile success
- The TJST approach to transition and the role of the Transition Facilitator

Paradigm Shift

Changing perspectives in juvenile corrections



Successful transition includes **3 elements**:

- It is coordinated.
- It is an outcome-oriented process.
- It promotes successful movement between the facility and the community.

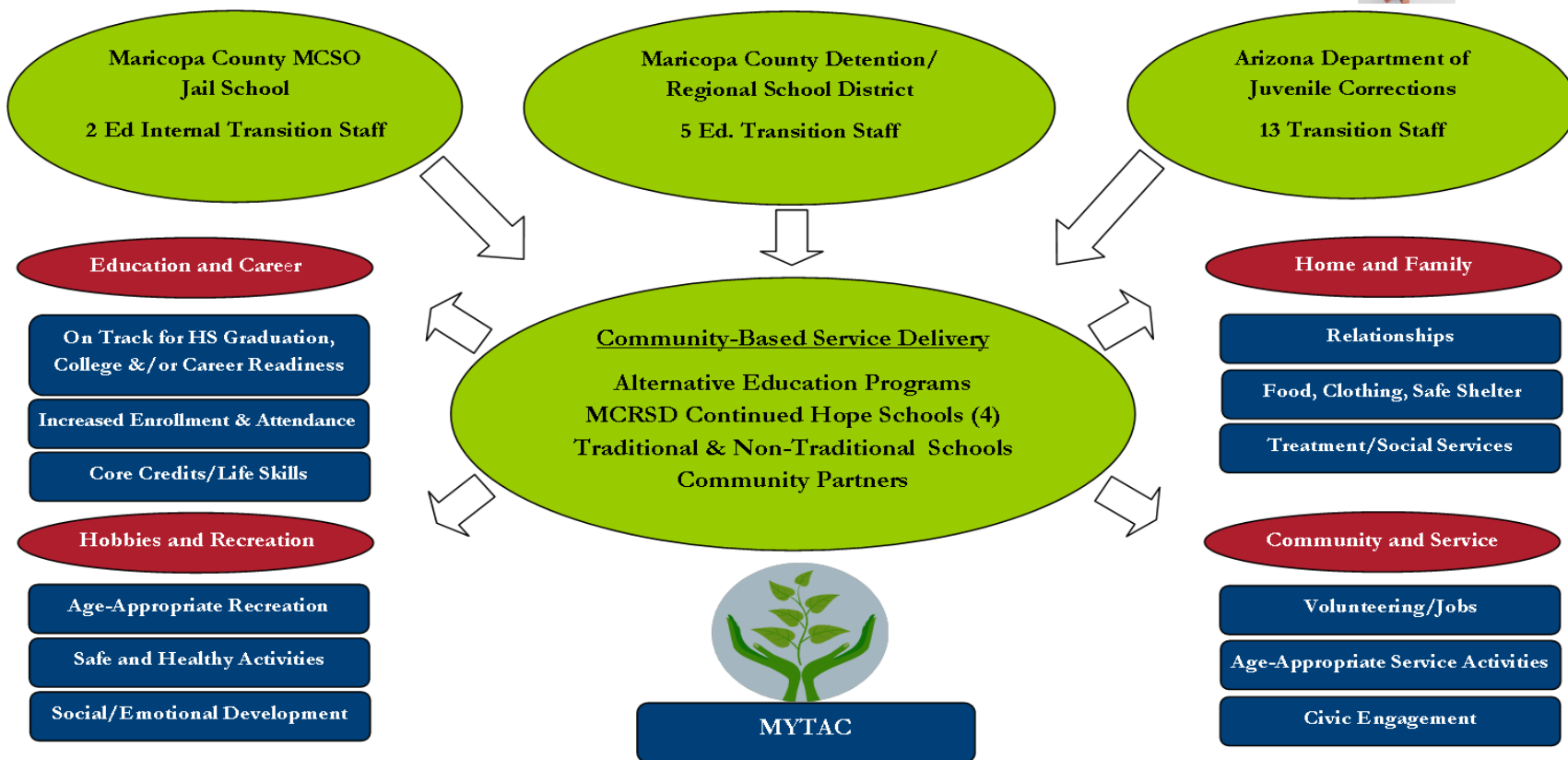
Mission: TJST will increase the number of juveniles successfully reintegrated back into schools and the community through coordinated transition support for 1200 post release juveniles, thereby reducing recidivism and the expense to adult and juvenile detention and jail facilities.

Program Elements

Inter-Agency Board Integrated Case Plan (ECAP) Evidence Based Practice (EBP) MCESA Transition Facilitators (8) Data Coordination



1200 Mid/High-Risk Post Release Youth Referred From



MYTAC Member Agencies/Organizations

State & Local Government Agencies

- ▶ Arizona Attorney General's Office
- ▶ Arizona Department of Corrections
- ▶ Arizona Department of Juvenile Corrections
- ▶ Arizona Department of Economic Security
- ▶ Arizona Department of Education
- ▶ Arizona State Bar Association
- ▶ Arizona State University
- ▶ Arizona Supreme Court, Administrative Office
- ▶ City of Phoenix, Community & Economic Development
- ▶ Maricopa County Attorney
- ▶ Maricopa County Education Service Agency
- ▶ Maricopa County Government Relations & Communication
- ▶ Maricopa County Human Services Agency
- ▶ Maricopa County Adult Probation
- ▶ Maricopa County Juvenile Probation
- ▶ Maricopa County Justice System Planning
- ▶ Maricopa County Public Advocate Office
- ▶ Maricopa County Public Defender's Office
- ▶ Maricopa County Public Health
- ▶ Maricopa County Regional School District
- ▶ Maricopa County Sheriff's Office
- ▶ Maricopa County Superior Court

Local Community Agencies/Business

- ▶ AKA Sorority
- ▶ Arizona Alternative Education Consortium
- ▶ Arizona Call-A-Teen Youth Resources, Inc.
- ▶ Arizona Center for Afterschool Excellence
- ▶ Backbone Communication, Inc.
- ▶ Blueprint Education
- ▶ Borns Solutions AZ
- ▶ Boys & Girls Clubs of Metropolitan Phoenix
- ▶ Concepts Consulting Group, Inc.
- ▶ Fresh Start Community Services
- ▶ Home Builders Institute
- ▶ Hope's Crossing
- ▶ Kids at Hope
- ▶ Jewish Family and Children's Services
- ▶ Mercy Maricopa Integrated Care
- ▶ Maggie's Place
- ▶ Mesa Public Schools & Mesa Parent University
- ▶ MiKid
- ▶ My Life By Design Coaching
- ▶ Rite of Passage, Southwest Region
- ▶ Rite of Passage, Canyon State Academy
- ▶ Rio Salado College
- ▶ Teen Addiction Anonymous
- ▶ Teen Law School
- ▶ Tolleson Union High School District
- ▶ Tumbleweed Center for Youth Development
- ▶ Valley of the Sun United Way
- ▶ Virginia G. Piper Charitable Trust



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What is TJST?



Transforming Juveniles through Successful Transition TJST

is a collaboration initiated by Maricopa County Education Service Agency (MCESA) and partners with:

- Maricopa County Juvenile Probation Department
- Maricopa County Adult Probation Department and JTOP Court
- Maricopa County Sheriff's Office (MCSO)
- Maricopa County Regional School District
- Arizona Department of Juvenile Corrections (ADJC)

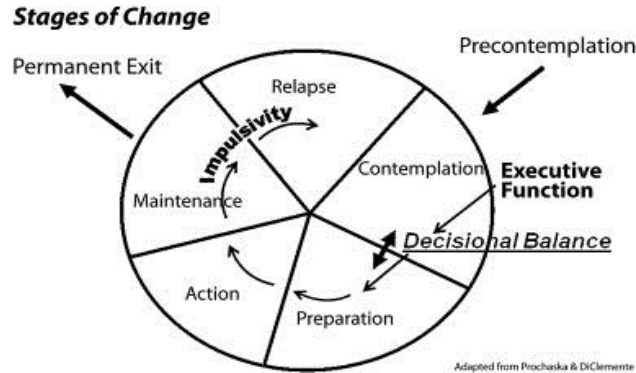
- ▶ The mission of TJST is to increase the number of juveniles successfully reintegrated into the community through coordinated transition support, thereby **reducing recidivism** and the expense to adult and juvenile detention and jail facilities.
- ▶ **Transition Facilitators** are the coaches/mentors/caring adults who work with the youth and their families, to help carry out the TJST mission.



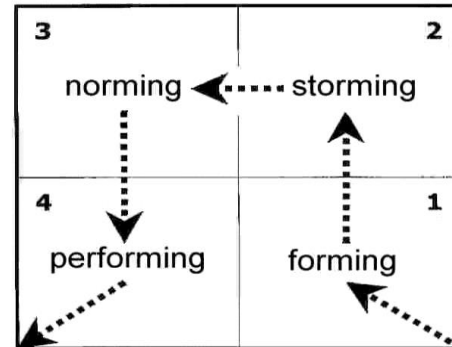
Our Goals

- ▶ By 2017, **increase the number of juveniles enrolled** in public traditional or non-traditional schools on track for high school graduation, college completion, &/or career readiness.
- ▶ **Decrease recidivism** of post-release juveniles through use of a integrated transition plan (ECAP) to ensure positive affiliations in four areas: Education and Career, Hobbies and Recreation, Home and Family, and Community and Service.
- ▶ Create authentic partnerships to enhance the engagement of all Maricopa County School Systems in achieving student education success, **preventing juvenile delinquency** and decreasing juvenile referrals and recidivism.

Foundational Base of TJST

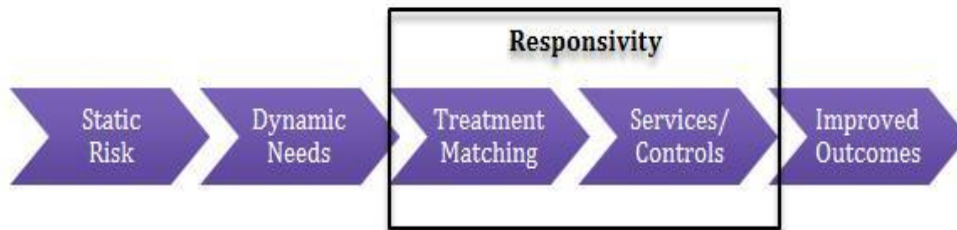


(Prochaska, JO; DiClemente, CC. 1992)



(Adjusted from Tuckman's 1965 behavior-development model)

Risk, Needs, Responsivity model



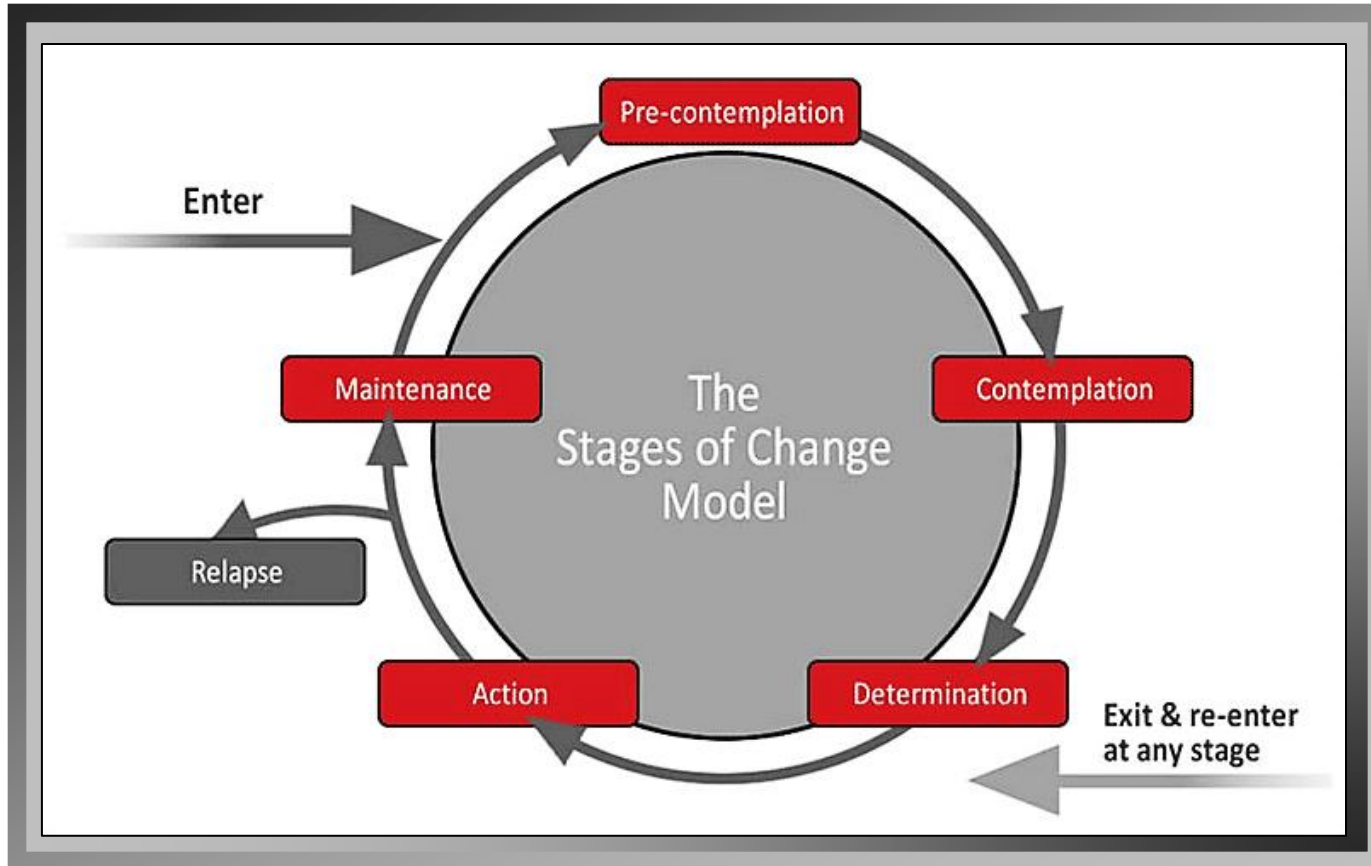
(Adapted from Andrews and Bonta, 2010)
(Lowenkamp & Latessa, 2005)



(Rick Miller, Kids at Hope 1999)

Efforts to Outcomes

How do we determine positive affiliation and juvenile success?



Prochaska & DiClemente. (2013). Stages of Change Model. Retrieved from http://johnnyholland.org/?attachment_id=9899

Stages of Change Value Statements



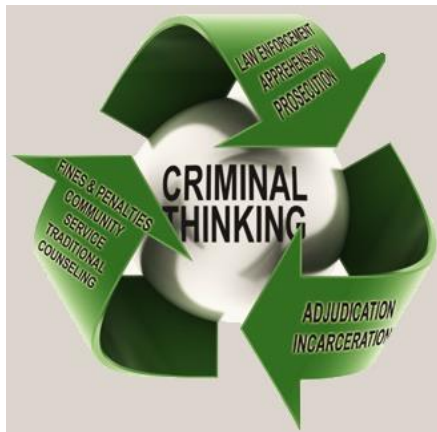
© 2009 The HAMS Harm Reduction Network, Inc.

Community and Service Affiliation

- ▶ Participant not thinking about being involved in a community service activity.
- ▶ Participant beginning to consider participating in some community activities/organizing
- ▶ Participant engaged in some planning efforts for activities, event, and projects in the community
- ▶ Participant actively engaged in community/organizing project with others
- ▶ Participant sustaining involvement in community change/organizing efforts

Why Target Criminogenic needs?

Research has shown that the risk of recidivism is *greatly reduced* (10%-30% on average) when attention is paid to criminogenic needs*



Criminogenic Needs

Domains research has shown to be the strongest predictors of potential for impact on risk reduction

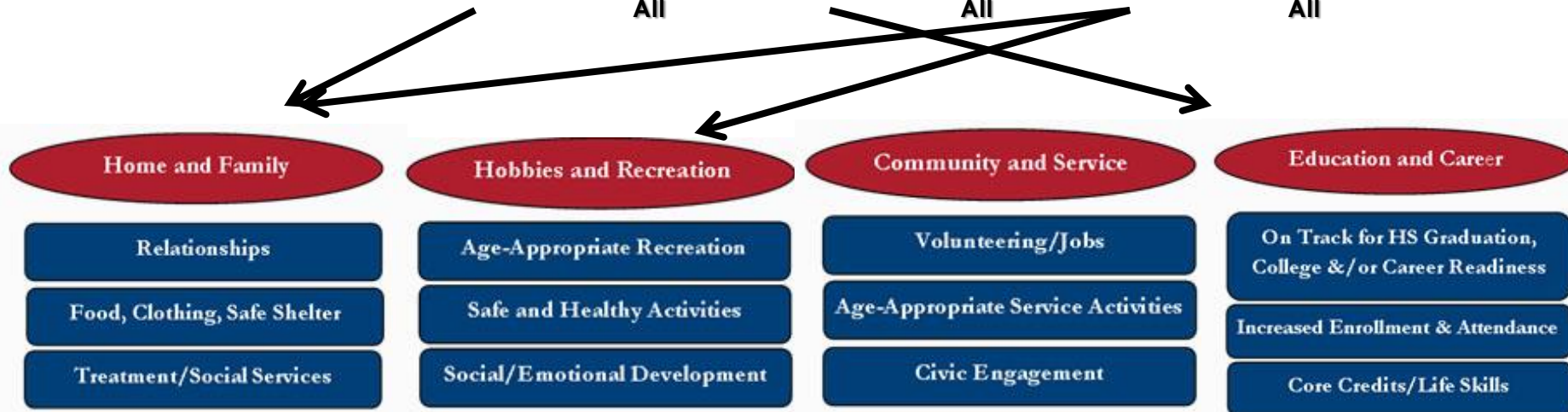
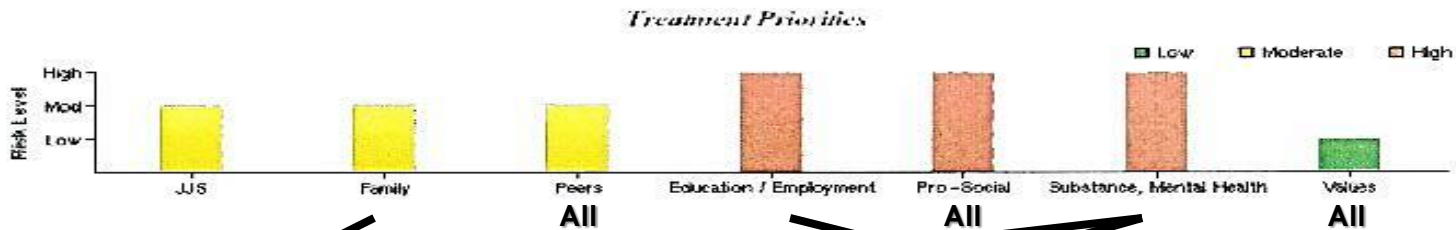
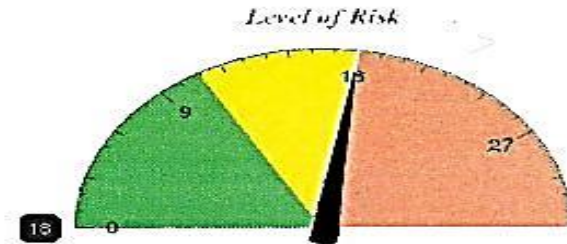
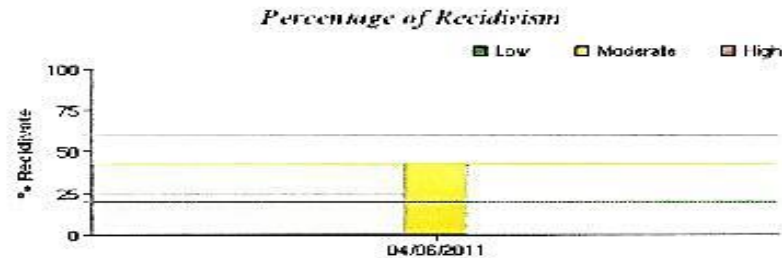
- Prior and current offenses (anti-social history (static)
- Attitudes/Orientation (anti-social thinking)
- Personality/Behavior (anti-social temperament)
- Peer relations (anti-social companions)
- Family circumstances
- Substance abuse
- Education/Employment
- Leisure/Recreation

*SOURCE: D.A.Andrews, I. Zinger, R.D. Hoge, J. Bonta, P. Gendreau and F.T. Cullen, Does correctional treatment work? A clinically relevant and psychologically informed meta-analysis, Criminology, 28 (1990); Andrews (2007)

AZYAS Domains and TJST Affiliations

Assessment: Disposition Instrument

Final Risk Level: Moderate



8 Evidence-Based Principles of Effective Intervention

1. **Assess** risk and needs
2. **Target** interventions
3. **Enhance** intrinsic motivation
4. **Increase** positive reinforcement
5. **Skill train** with directed practice using cognitive behavioral treatment methods
6. **Engage** ongoing support in natural communities
7. **Measure** relevant processes and practices
8. **Provide** measurement feedback



SOURCE: Implementing Evidence-Based Practices In Community Corrections: The Principles of Effective Intervention, National Institute of Corrections

What does TJST EBP look like?

- Routine identification of criminogenic risk, needs and strengths
- Working directly with providers to deliver needed interventions
- Creating case plans that address strengths and needs, and incorporate SMART goals. **SMART** = **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound
- Coaching dose and duration determined by youth's current engagement level and risk to re-offend
- Engaging and strengthening families by implementing Motivational Interviewing and positive reinforcement
- Skill training and goal setting with juveniles
- Effective tracking, measuring and reporting outcomes



Motivational Interviewing

OARS

- ▶ Open-ended questions (gathers broad information, more than yes/no)
- ▶ Affirmations (statements of appreciation and understanding)
- ▶ Reflective Listening (statements that mirror what's been said)
- ▶ Summarizations (brings together main points)



<http://www.youtube.com/watch?v=aP55nA8fQ9I>

<http://www.youtube.com/watch?v=TA-RaDNVKpw>

<http://www.youtube.com/watch?v=4VOubVB4CTU>

* Magellan MI Training, 2013

Referral Process

Referring Agency



MC Juvenile Prob/ 509



MCSO/ Hard knocks HS



ADJC

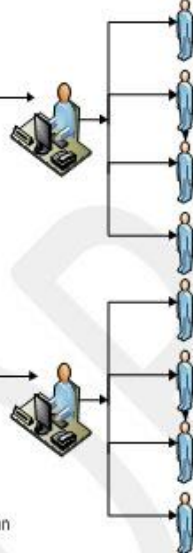
Referral to: Don Baum

- Faxination or tjstreferrals@mcesa.maricopa.gov
- Don enters in data
- Assigns to Regional Coordinator

Youth Assignment to Transition Facilitators (East & West)



- Referring Agency sends in:
- Referral
 - Justice System Public Profile
 - School Transcripts
 - Education and Career Action Plan
 - Other Pertinent Documents



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Transition Process

Staff Meet youth In residence 2-6 weeks

- Application filled out
- Establish SMART Goals 4 Affiliation
- Practice Success
- Establish Resources for release
- Enter information into System



TJST Staff



Attend staffing, Court, prepare for Community



Transition through stages until maintains Sustainability

Enact SMART Goals in 4 Affiliations



TJST Staff

Staff work with youth upon exit and aftercare



Active Engagement in Affiliations



Connect with Resources



TJST



Connect and Establish Circle of Supports / KAH Aces/ Caring Adult

TJST Stages of Transition



TJST Case Planning



- Matches services and targets interventions to strengths and criminogenic needs
- Prioritizes and addresses needs through use of an integrated case plan
- Considers strengths and protective factors through utilization of Strengths, Needs and Cultural Discovery (SNCD) assessments
- Addresses victim and community needs by focusing on community engagement and restorative justice
- Enhances participants' ability to achieve SMART goals
- Targets issues that are most likely to lead to an increased risk of re-offending.

Measuring Performance

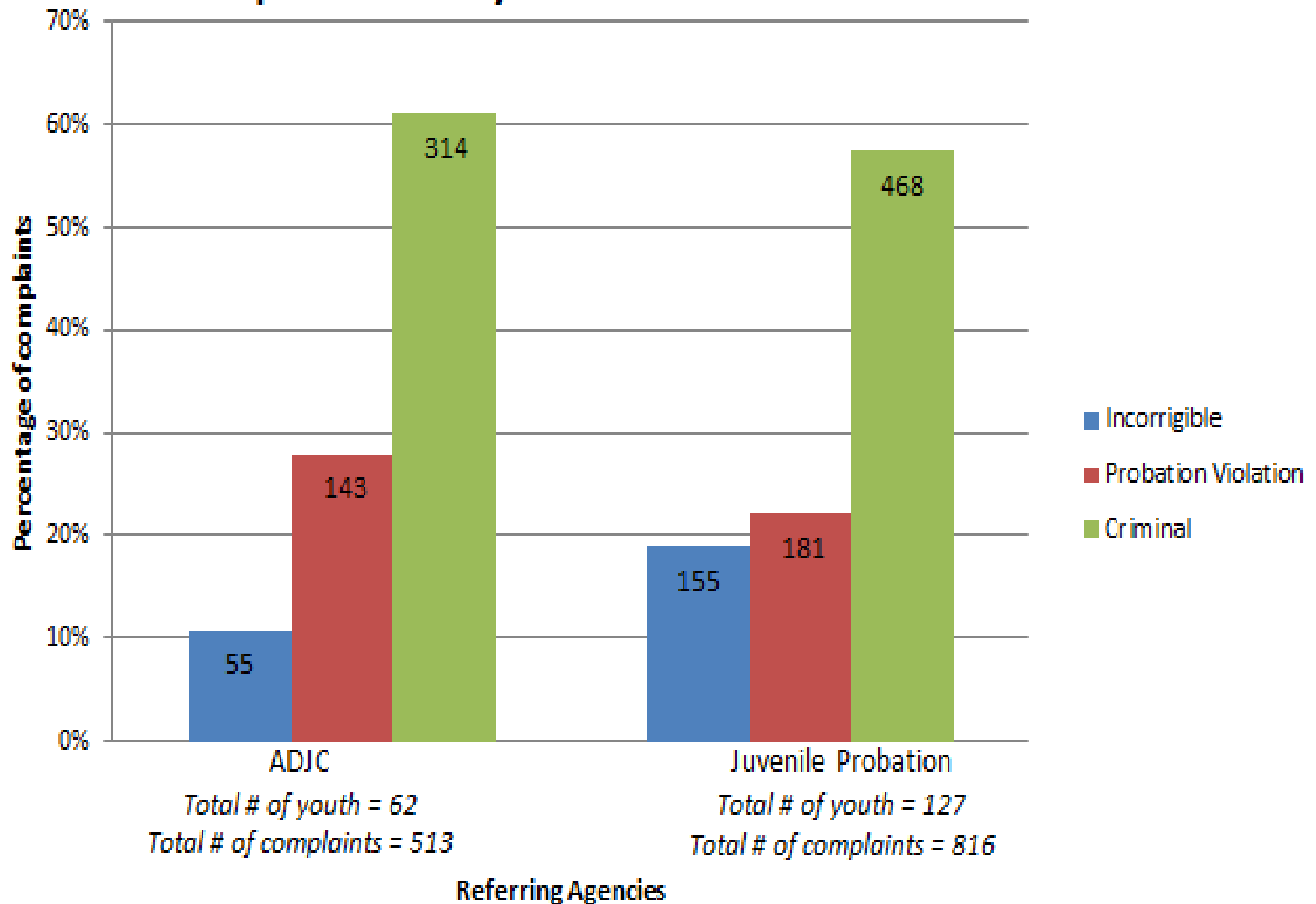
<u>How do we Measure?</u>	<u>What do we track?</u>
Social Solutions Data Management	Referrals by Agency Youth demographic and profile data
Efforts to Outcomes	Outcomes, Recidivism
GIS Mapping	Community Resources, by area
Strengths Needs Cultural Discovery (SNCD)	Individual and family strengths, barriers and goals
Monthly TJST Case Plan	Incremental Data

TRANSFORMING JUVENILES THROUGH SUCCESSFUL TRANSITION

Goal Attainment Achieved through:

- Engaging youth and families in transformation
- Increased dose & duration of services
- Increased connections with community and school partners
- Increased community awareness and mobilization
- Creating conditions for youth and family success

Complaint History of Youth Prior to TJST Enrollment



TJST Progress Toward Goals: Targets Yrs. 1 & 2

Goal 1: By 2018, increase the number of juveniles enrolled in public traditional or non-traditional schools on track for high school graduation, college completion, &/or career readiness.

Objectives	Readying Yr.	1 Yr. Target	2 Yr. Target	3 Yr. Target	4 Yr. Target	5 Yr. Target	Results to Date 9/30/14	Progress towards Targets-Yrs. 1&2	Data Source/Comment
Objective 1.1.1: By 2018, 600 post-release juveniles will earn high school and/or college credit(s) towards graduation.	0	120	240	360	480	600	98	65%	Official School Transcripts Received by TJST and Education/Credit Tracker - ETO
Objective 1.1.2: By 2018, 600 juveniles will earn a High School Diploma or GED.	0	120	240	360	480	600	55	37%	Official School Transcripts Received by TJST and Education/Credit Tracker - ETO
Objective 1.2: By 2018, 600 post-release juveniles will be enrolled in public traditional, non-traditional or charter school.	0	120	240	360	480	600	153	102%	Official School Transcripts Received by TJST and Education/Credit Tracker - ETO
Objective 1.3: By 2018, 120 post-release juveniles will earn at least 5 HS core credits within a school calendar year.	0	24	48	72	96	120	11	37%	Official School Transcripts Received by TJST and Education/Credit Tracker - ETO
Objective 1.4: By 2018, 300 post-release juveniles will miss fewer than 10 days of school within a school calendar year.	0	60	120	180	240	300	35	47%	Official School Transcripts Received by TJST and Education/Credit Tracker - ETO

TJST Progress Toward Goals: Targets Yrs. 1 & 2

Goal 2: Decrease recidivism of post-release juveniles through use of an integrated transition plan (ECAP) to ensure positive affiliations in four areas: Education and Career, Hobbies and Recreation, Home and Family, and Community and Service.

Objectives	Readying Yr.	1 Yr. Target	2 Yr. Target	3 Yr. Target	4 Yr. Target	5 Yr. Target	Results to Date 9/30/14	Progress towards Targets-Yrs. 1&2	Data Source/Comment
Objective 2.1.1: By 2018, 1200 students exiting secure care will have an integrated transition plan (ECAP) from the school to inform their decision-making, establish goals, & direct behavior.	0	240	480	720	960	1200	0	0%	This is difficult to track because schools do not include it on the Official Transcript and/or in education records, although information is requested. Youth often experience large gaps in their education due to suspension and/or expulsion and do not self-report planning efforts through any school.
Objective 2.1.2: By 2018, 1200 students exiting secure care will have an integrated transition plan (ECAP) developed by TJST to inform their decision-making, establish goals, & direct behavior.	0	240	480	720	960	1200	350	117%	Education/Credit Tracker/Ready for Release - ETO
Objective 2.2 By 2018, 900 post-release students will be positively affiliated with Education and Career, scoring 2-4 on affiliation criteria.	0	180	360	540	720	900	193	86%	Criteria for Positive Affiliation 0 - Participant is unaware of the process of change and does not recognize the need to set goal in the affiliation. 1 - Participant is beginning to consider how the area that falls under the affiliation affects his/her progress towards their goals in the affiliation. 2 - Participant is engaged in some planning efforts and able to understand and articulate his/her process of change related to the affiliation. 3 - Participant is actively engaged in activities necessary to reach his/her goals in the affiliation. 4 - Participant is sustaining involvement in working towards goals in the affiliation.
Objective 2.3: By 2018, 600 post-release students will be positively affiliated with Hobbies and Recreation, scoring 2-4 on affiliation criteria.	0	120	240	360	480	600	99	66%	
Objective 2.4: By 2018, 900 post-release students will be positively affiliated with Home and Family, scoring 2-4 on affiliation criteria.	0	180	360	540	720	900	134	60%	
Objective 2.5: By 2018, 300 of post-release students will be positively affiliated with Community and Service, scoring 2-4 on affiliation criteria.	0	60	120	180	240	300	64	85%	

TJST Progress Toward Goals: Targets Yrs. 1 & 2

Goal 3: Create authentic partnerships to enhance the engagement of all Maricopa County School systems in achieving student education success.

Objectives	Readying Yr.	1 Yr. Target	2 Yr. Target	3 Yr. Target	4 Yr. Target	5 Yr. Target	Results to Date 9/30/14	Progress towards Target Yrs.	Data Source/Comment
Objective 3.1.1: By 2018, identify/develop comprehensive training plan (72 hrs.) on Evidence-Based (EBP)/Promising Practice for preventing juvenile delinquency.									Documentation will include Sign-In Sheets from training sessions and data from the MCESA PD/Training Tracking System.
Objective 3.1.2: By 2018, Implement Tier I of Data-Driven EBP Intervention System with 100% of TJST Alliance Partner Schools (Currently 40 Schools).	0	8	16	24	32	40	6	60%	Documentation of number of TJST Alliance Partner Schools implementing Tier I Evidence-Based (EBP)/Promising Practice for preventing juvenile delinquency.
Objective 3.2.1: By 2018, create and/or identify a risk/needs assessment to determine the appropriate levels of intervention needed to interrupt a juvenile's path to delinquency.									The Problem Oriented Screening Instrument for Teenagers (POSIT) has been identified as the risk/needs assessment to be used. The POSIT, available in English and Spanish language versions, is a brief screening tool, using a yes/no response format, designed to identify problems and the potential need for service in 10 functional areas, including substance use/abuse, mental and physical health, family and peer relations, vocation, and special education.
Objective 3.2.2: By 2018, implement the identified risk/needs assessment in 100% of TJST Alliance Partner Schools. (Currently 40 Schools).	0	8	16	24	32	40	4	40%	Documentation of the number of TJST Alliance Partner Schools implementing the POSIT.
Objective 3.3: By 2018, 200 teachers, administrators, counselors and support staff will receive 72 hours of comprehensive training on Tier I Evidence Based Practice (EBP)/Promising Practice for preventing juvenile delinquency.	0	40	80	120	160	200	60	120%	Sign-In Sheets from Training Sessions & MCESA PD/Training Tracking System Training provided to date: (hrs.) 1. MC Public Health Streets of Success & LGBTQ 2. ADE Safe and Secure Schools (8hrs.) 3. Teen AA (16 hrs.) 4. EBP (6 hrs.) 5. Disconnected Youth (8 hrs.) 6. Assessment (AZYAS) (6 hrs.) 7. Motivational Interviewing (14)

TJST Alliance Partner Schools Update

TJST MOU Update:

- 21 MOUs have been fully executed to date
 - ▶ 40 Schools
- District Alternative Schools – Chandler, Tempe, Tolleson, Mesa (pending)
- Other Schools serving TJST Youth – Peoria Accelerated, Sun Valley, RCB

TJST Alliance Partner School Opportunities Through MCESA:

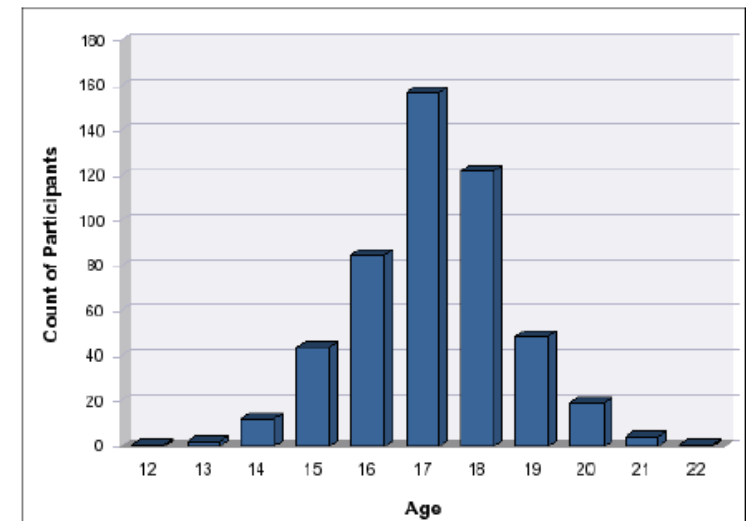
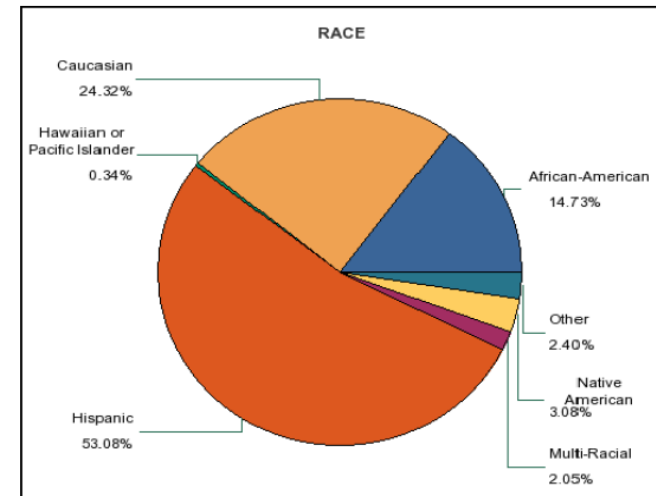
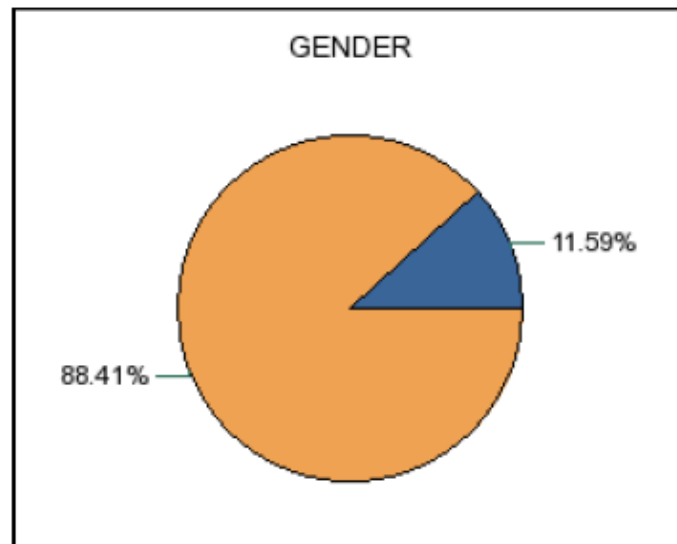
- Training opportunities provided through TJST community partners
 - ▶ Maricopa County Public Health Streets of Success- at 2 TJST Partner Schools
 - ▶ Teen AA Training – 4 Schools Trained Staff
- Building Futures: A Second Act Grant Professional Development – Series of 5
- Disconnected Youth Summits - Series of 3
- Teen AA meetings being facilitated by TJST Transition Facilitators at Genesis and Southwest Leadership Academy
- Connecting Schools with Touchstone Behavioral Health

Post Secondary Enrollment for TJST Youth:

- Community Colleges- 9 youth currently attending

TJST Data Reports

- ▶ Source: ETO Data Tracking System
- ▶ Term: June 6, 2013 – Sept. 30, 2014
- ▶ Youth: 496



Transition Stages Summary



All Stage Summary	Avg Days	% of Participants
Forming (31 days or more prior to release - In Residence)	138	10.07%
Norming (30 days or less prior to release - In Residence)	58	10.07%
Storming (First 30 days - Exit from Residence)	40	20.83%
Performing (Day 31 - Day 90 120 - Aftercare)	45	22.57%
Transforming (Day 91 - 180 270 - Aftercare)	77	11.11%
Relapse (return to residence)	83	7.29%
Sustaining (Day 180 - beyond - Aftercare)	104	18.06%
	Sum:	100.00%

Additional Data

City	% of Participants
Apache Junction	0.43%
Avondale	0.64%
Buckeye	0.21%
Casa Grande	0.86%
Cashion	0.43%
Chandler	6.87%
Flagstaff	0.21%
Gilbert	3.86%
Glendale	11.59%
Gray Mountain	0.21%
Laveen	0.21%
Litchfield Park	0.21%
Mammoth	0.21%
Mesa	16.74%
Peoria	2.15%
Phoenix	46.78%
Queen Creek	2.15%
Scottsdale	1.07%
Surprise	0.86%
Tempe	2.15%
Tolleson	1.50%
Wittmann	0.21%
Youngtown	0.43%
Sum:	100.00%

- ▶ **CPS Involvement:** This data represents youth that have both CPS and juvenile justice involvement currently.
 - ▶ (47 youth) - Current CPS Involvement: (101 Youth) – Past CPS Involvement
- ▶ **Education/Career Status:** For the youth that are in the community.
 - ▶ 153 - Enrolled in School
 - ▶ 55 - Obtained diploma or GED
 - ▶ 65 - Currently working

Positive Affiliation & Relapse

This data represents the number of youth in the community (n=214) that are positively affiliated.

Criteria for Positive Affiliation

A score of 2-4 is considered positively affiliated.

- 0 - Participant is unaware of the process of change and does not recognize the need to set goal in the affiliation.
- 1 - Participant is beginning to consider how the area that falls under the affiliation affects his /her progress towards their goals in the affiliation.
- 2 - Participant is engaged in some planning efforts and able to understand and articulate his/her process of change related to the affiliation.
- 3 - Participant is actively engaged in activities necessary to reach his/her goals in the affiliation.
- 4 - Participant is sustaining involvement in working towards goals in the affiliation.

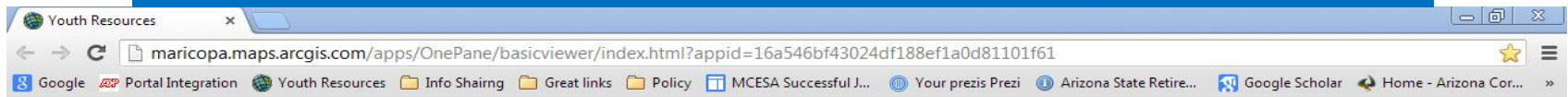
Affiliations	% of Participants
Stages of Change - Community and Service	13%
Stages of Change - Education and Career	39%
Stages of Change - Hobbies and Recreation	20%
Stages of Change - Home and Family	27%

Cumulative Relapse data (since June 6, 2013 n= 102): This data indicates the total number of relapses to date, the stage when the relapse occurred and the reason for relapse.

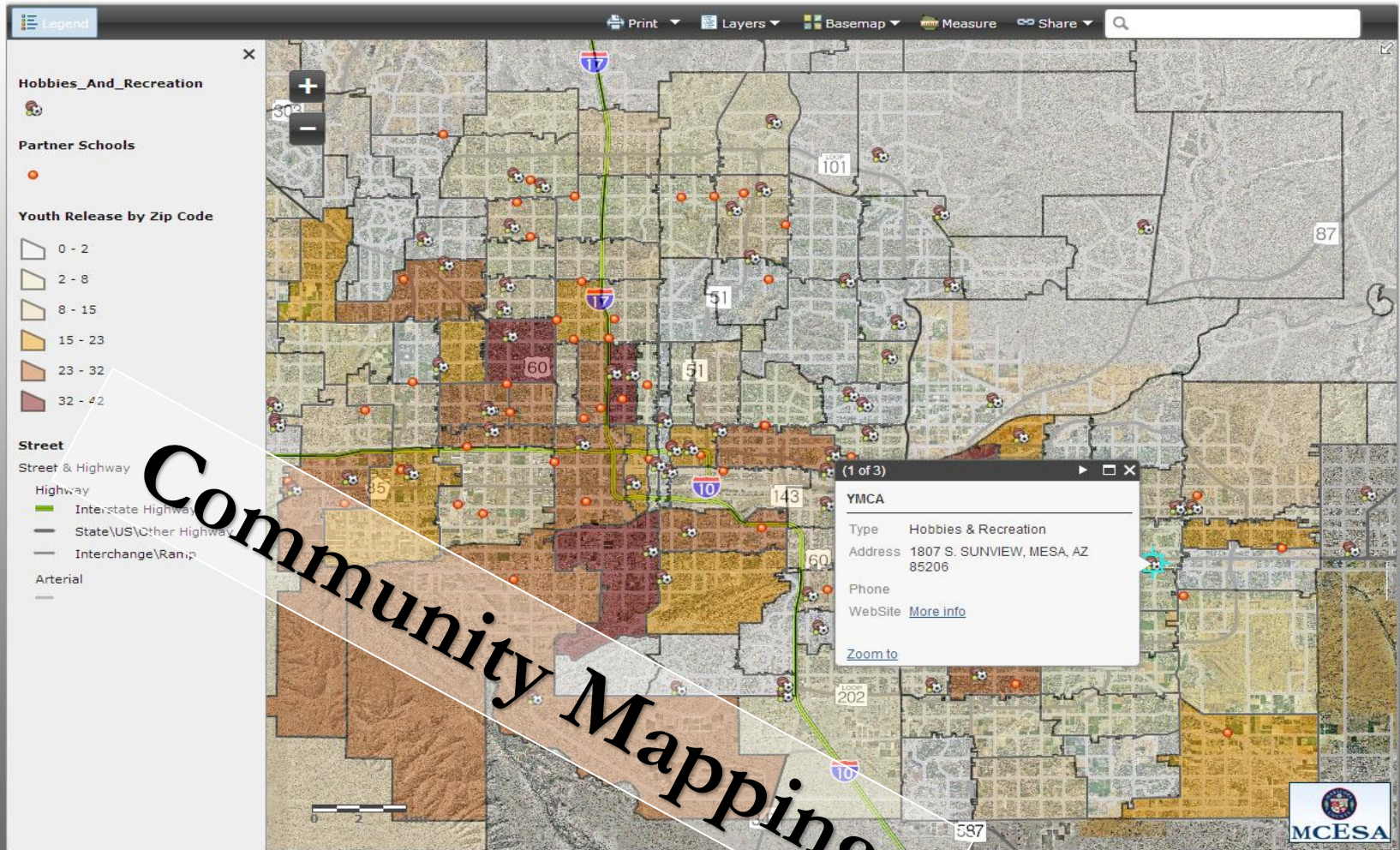
Stage when youth relapsed	Percentage
Norming	1.79%
Storming	30.36%
Performing	39.29%
Transforming	25.00%
Sustaining	3.57%
Sum:	100.00%

Reason for Relapse (More than 1 may apply)	% of Participants
As a Consequence]	15.38%
New Crime]	5.77%
New Crime[Violation]	9.62%
New Crime[Violation]As a Co	1.92%
Violation]	59.62%
Violation]As a Consequence	5.77%
	1.92%
	100.00%

Value Added to Support Service



Youth Resources



Community Mapping

“Building Futures: A Second Act”

- ▶ **Granting Agency:** U.S. Dept. of Justice; Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- ▶ **Award Amount:** \$750,000 + \$750,000 match = \$1.5 Million
- ▶ **Term of Grant:** 1 year; October 1, 2013 – September 30, 2014
- ▶ **Partners:** ADJC, MC Juvenile Probation, MC Human Services & MCESA as Lead
- ▶ **Target Population:** 100 youth & families from 5 geographical areas in Maricopa County (85224 & 25-Chandler; 85296-Gilbert; 85031 & 85033- Maryvale) **(Catchment area expanded to entire county – Grant Adjustment Notice (GAN) approved 2/18/14)**
- ▶ **Program Goal:** Decrease juvenile recidivism through innovative cross-system collaboration for medium to high risk juvenile justice system youth transitioning to the community.
- ▶ **Progress to Date:**
 - ▶ Core Planning Team met in November, January, Conf. Call in March & April. Will meet quarterly
 - ▶ Committee Structure: Program, Finance, Research. Will meet as needed
 - ▶ MCESA Grant Management Team. Meets monthly
 - ▶ Data Coordinator hired (Tina Bolt) and External Evaluator Contract awarded- LeCroy & Milligan
 - ▶ 19 TJST youth enrolled as BFSa grant youth to date
 - ▶ First in a series of five Professional Development/Training events held on April 1, 2014 – Topic, EBP; 145 in attendance. 2nd event schedule for June 12, 2014 – Topic, AZYAS
 - ▶ Site visit with Technical Advisors from New York & Washington, D.C. – April 8-9, 2014



Contact Information

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